

MICHIGAN
STATE BOARD OF EDUCATION

**POLICIES ON
INTEGRATING COMMUNITIES AND SCHOOLS**

The State Board of Education will provide leadership and work collaboratively with educational institutions, agencies, and other groups, organizations, or partners to integrate communities and schools through policy action.

Accordingly, the policies of the State Board of Education are as follows:

State Board of Education

The State Board encourages local collaboration by enacting, through its grants and contract requirements, proof of active collaboration in related school actions.

The State Board encourages school districts to create a local plan for promoting and sustaining community/school collaboration.

The State Board encourages school districts to get actively involved in their local multi-purpose collaborative body (MPCB).

The State Board will seek legislation where necessary, and create policy where necessary that allows school districts greater flexibility in the use of existing financial resources to meet identified community needs.

The State Board will advocate for rules, regulations and legislation that enable provision of quality services taking place in school facilities before and after the school day.

The State Board will advocate for additional state funding for community school programs to supplement the 21st Century Community Learning Centers program.

The State Board will advocate for continued use of funds from other state agencies to support school and community integration, and encourage the provision of funding to support community driven initiatives.

Superintendent of Public Instruction/Michigan Department of Education

The State Board directs the Superintendent of Public Instruction to continue to produce a yearly document outlining all existing financial sources of funding (with eligibility criteria) that can be used for interagency collaborative projects and to disseminate the document to local and intermediate school district superintendents, multi-purpose collaborative bodies, and interested community groups.

The State Board directs the Superintendent to work with state level interagency partners to develop training for community and school partners to promote mutual understanding of issues and concerns.

The State Board directs the Superintendent of Public Instruction to develop a guide for local districts that outlines how to promote community integration, how to identify assets and build an awareness of need, how to identify and be involved with various stakeholders, how to involve and be involved with business, how to build staff awareness and buy-in, how to identify and involve various community groups, and how to market in the community.

The State Board directs the Superintendent to develop a process for providing technical assistance in developing, improving, and sustaining interagency-school collaboration by establishing a network of regional exemplary programs as part of funding grants and/or establishing programs in order to leverage field expertise for the operational support of other like-programs in that area.

The State Board directs the Superintendent to identify, determine mechanisms to disseminate and provide links to and models for interagency-school collaboration, (i.e., mentoring, full day and full service schools, service learning), including developing a variety of tools using multiple media opportunities to support communities and schools gaining knowledge (i.e., CD-ROM, web site, video for use in cable access, etc.).

The State Board directs the Superintendent to develop and disseminate model standards for programs offered during out-of-school time.

Adopted August 8, 2002